

Great Teachers for All Students: Issues and Strategies for Washington State

INVITATIONAL POLICY FORUM

Hosted By:
Washington Professional Educator Standards Board
and
The National Commission on Teaching and America's Future

Great Teachers for All Students: Issues and Strategies for Washington State

TENTATIVE AGENDA
Wednesday, October 1st, 2003
The Expo Center, Thurston County Fairgrounds, Olympia, WA

7:30 a.m. – 8:30 Registration, Continental Breakfast

8:30 – 9:00 Welcome, and Opening Remarks – The Honorable Governor Gary Locke
Overview and Purpose of the Forum – Carolyn Bradley, PESB Chair

9:00 – 10:45 Promoting Improved State Data Systems that Provide an Accurate
Session Block I Picture of the Educator Workforce for Improved Decision Making.
What do we know and what do we yet need to know about Washington's teacher workforce? What kind of data do we currently collect and what kind of data collection and reporting systems do we need to make informed policy decisions and measure their impact? This session will look at recent analysis of data on Washington's teacher workforce as well as exemplary models of data systems from other states and how they are used to inform policy.

Presenter:

Dr. Marge Plecki, Center for the Study of Teaching and Policy, University of Washington

Facilitated Table Discussions:

- What are the key questions regarding the teaching workforce that should guide data collection and reporting in Washington?
- How useful, accessible, and informative are current data sources?
- How do we move from “silos” of data held by various agencies/organizations to a coordinated statewide data system?
- What exemplars exist in other states and how are they collecting and reporting meaningful data without undue burden on state or district personnel?
- What are the issues/risks related to privacy? How public should teacher workforce data be and what are the implications for accountability?

10:45 – 11:00 Break

<p>11:00 – 12:30p.m. Session Block II</p>	<p>Upholding the Highest Possible Standards for Education Professionals, While Identifying New Ways to Simplify and Streamline Requirements and Processes for Obtaining and Maintaining Certification. <i>Many states struggle with the dual goals of upholding the highest possible standards for educators, within a system of reasonable processes and requirements that provide ample access and opportunity for professional excellence. These breakout sessions will examine emerging efforts in Washington State to balance rigorous, relevant, and reasonable.</i></p>
	<p>Breakout Sessions:</p> <ol style="list-style-type: none"> <li data-bbox="487 567 1406 819"> <p>1. Ensuring All Teachers Are “Highly Qualified” in the Subjects They Teach. This session will look at how schools and districts are dealing with the new requirements under No Child Left Behind and new policy options being explored by the PESB that will provide more flexible, accessible means for teachers to gain additional subject endorsements and ensure that our students have teachers with adequate expertise in the subjects they teach.</p> <li data-bbox="487 840 1406 1134"> <p>2. Competency-Based Teacher Preparation: Progress and Future Direction. Washington’s alternative route partnership grant programs have involved changes in the way colleges of education prepare experienced professionals and paraeducators for a new career in teaching. This session will look at these institutional changes as well as PESB’s plans to establish regional teacher preparation consortia that will recruit, prepare, and retain teachers in communities without current access to alternative route programs.</p> <li data-bbox="487 1144 1406 1501"> <p>3. Continued Professional Development: Moving From Clock-Hours and Credits to Professional Growth Plans. Currently, formal course work or workshops approved for clock-hour credits are the only continuing education options available for teachers to maintain their certificates. Professional growth plans allow for a far greater range of professional development experiences within the context of the district’s professional development goals and with an explicit focus on improved student learning. This session will describe the plans of seven districts piloting the use of approved professional growth plans.</p>
<p>12:30 – 2:00</p>	<p>Introductory Remarks: Dr. Terry Bergeson, Superintendent of Public Instruction</p> <p>Luncheon Speaker: Kelly Green, Director of State Policy and Partnerships, National Commission on Teaching and America’s Future</p>
<p>2:00 – 2:15</p>	<p>Break</p>

2:15 – 4:00
Session Block III **Support Development of a New Career and Compensation Structure For Educators**

There is a growing misalignment between Washington's salary allocation model, based on credits and clock hours, and our new system of educator development based on performance and demonstrated competency. The session will describe this misalignment and explore the pros and cons of new compensation models in other states and implications for Washington State.

Presenter:

Dr. Allan Odden, Director, Consortium for Policy Research in Education, University of Wisconsin.

Panel Response: *A three-member panel will comment on particular challenges for Washington State.*

Facilitated Table Discussions:

- Development of a new career and compensation system for educators reflecting performance-based and/or differential pay elements requires expertise and broad stakeholder involvement. How should Washington proceed?
- To what degree should modification of the current allocation model versus added pay increments (e.g. National Board bonus) be considered? What are the implications for stability?
- How do we ensure that the necessary elements are in place, such as well-articulated systems of professional growth tied to school/district/state goals?
- What are potential policy barriers? (e.g. limitations on local bargaining)

4:00 – 4:50
Session Block IV **Policymaker Panel: Reflection and Future Focus**
Members of legislative education and higher education committees and State Board of Education will provide their perspective on issues discussed at the forum and general views of the status of teacher quality policy and initiatives in Washington State.

Moderator: Dennis Sterner, PESB Vice Chair

Audience Q&A

4:50 – 5:00 **Forum Summary, Concluding Remarks – Carolyn Bradley**

5:00p.m. **Reception and Exhibits – Expo Center Lobby**
Avoid the traffic and enjoy refreshments while chatting with participants and viewing exhibits of programs, products, and services from teacher quality-related vendors and higher education preparation programs.

PESB/NCTAF Policy Forum

SPEAKER BIOS

Kelly Green is Director for State Policy and Partnerships for the National Commission on Teaching and America's Future (NCTAF), working with NCTAF partner states to support their teacher quality initiatives. Prior to joining the Commission in December 2001, Ms. Green was Director, Government Relations/Strategic Partnerships for Classwell Learning Group (CLE) of Boston, Massachusetts, where she served as liaison to Federal and State Departments of Education and Congress.

Previously, Ms. Green worked at the U.S. Department of Education in several policy positions. She was a Special Assistant to the Deputy Secretary of Education responsible for policy issues in the areas of Title I, research and evaluation, safe and drug-free schools, charter schools, vocational and adult education, and education technology. She has also served as a Special Assistant to the Assistant Secretary for the Office of Postsecondary Education supporting the development of the administration's new initiative, Preparing Tomorrow's Teachers to use Technology (PT3). As an advisor to the Assistant Secretary of Elementary and Secondary Education, Ms. Green provided strategic advice and counsel on major policy and outreach matters.

Ms. Green is also President of K. Green Consulting, LLC, based in Frankfort, Kentucky and taught four years at the elementary level in Lexington, Kentucky. She holds a Bachelor of Arts degree from the University of Kentucky and a Masters degree in Education from the Harvard Graduate School of Education.

Dr. Allan Odden is a Professor of Educational Administration at the University of Wisconsin-Madison. He is the director of the Consortium for Policy Research in Education (CPRE), Education Finance Research Program and principal investigator for the CPRE Teacher Compensation project. He formerly was professor of education policy and administration at the University of Southern California and Director of Policy Analysis for California Education (PACE), and educational policy studies consortium of USC, Stanford University and the University of California, Berkeley.

He is an international expert on education finance, school-based financing, resource allocation and use, educational policy, school-based management, teacher compensation, district and school decentralization, and educational policy implementation. He worked with the Education Commission of the States for a decade, serving as assistant executive director, director of policy analysis and research, and director of its educational finance center. He was president of the American Educational Finance Association in 1979-80, and served as research director for special state educational finance projects in Connecticut (1974-75), Missouri (1975-77), South Dakota (1975-77), New York (1979-81), Texas (1988), New Jersey (1991) and Missouri (1992-93). He currently is directing research projects on school-based finance, school-based management, and teacher compensation. Dr. Odden has written widely, publishing over 170 journal articles, book chapters, and research reports, and 20 books and monographs. He has consulted for governors, state legislators, chief state school officers, national and local union, The National Alliance for Business, the Business Roundtable, New American Schools, the U.S. Congress, the Secretary of Education, and many local school districts.

Dr. Odden was a mathematics teacher and curriculum developer in New York City's east Harlem for 5 years. He received his Ph.D. and M.A. degrees from Columbia University, a Masters of Divinity from the Union Theological Seminary and his B.S. from Brown University.

Dr. Margaret Plecki is Associate Professor in Educational Leadership and Policy Studies at the University of Washington. Her research and teaching expertise includes: educational policy, school finance, and the economics of education. Dr. Plecki is a Co-Principal Investigator for the Center for the Study of Teaching and Policy. She is President-Elect of the American Education Finance Association and is Co-Editor (along with Dr. David Monk) of *School Finance and Teacher Quality: Exploring the Connections*. Dr. Plecki holds a Ph.D. from University of California at Berkeley.